Appendix C
Select Tasks for Training

C-0. Appendix Overview.

Introduction   a. This appendix describes the difficulty -importance-frequency (DIF) model, a method for prioritizing tasks for training.

Appendix Index   b. The appendix covers the following:

Paragraph / Contents	Page
C-1. General.	113
C-2. The DIF Model.	113

C-1. General.

Background   a. Appendix B described how to identify tasks supporting METL. Although it is important to identify all collective and individual tasks supporting METL, it usually is impractical to train all of them. Paragraph 2-6 explains why one lane training principle is "Select battle-focused tasks"; i.e., selecting high priority tasks for training. Paragraph 3-14 describes how to determine training requirements, essentially battle-focused or high-priority tasks. Among the considerations in determining training requirements are task difficulty, importance, and frequency of performance. This appendix describes a modified version of the DIF model for prioritizing tasks for training.

DIF Value   b. A simple decisionmaking process for selecting tasks for training can be based on the difficulty and importance of the task. For example:
- If a task is both difficult and important, it is probably a high-priority task for training.
- If a task is either difficult or important, it is probably a medium-priority task for training.
- If a task is neither difficult nor important, it is probably a low-priority task for training.

However, this simple decision-making process ignores the impact of task performance frequency on the need for sustainment training; i.e., frequent task performance may reduce the need for sustainment training. The use of the DIF model will reduce the number of high and medium-priority tasks selected for training.

C-2. The DIF Model.

Definition   a. **DIF Model** - A technique for prioritizing tasks for training based on their difficulty, importance, and frequency.

Application   b. Although the technique can be applied by a single task expert to categorize tasks, the utility and validity of the technique can be improved by sampling the opinions of several experts. Sampling can be conducted using interviews, panels, or surveys.

Character-istics   c. The DIF model has the following characteristics:

- Compares key characteristics of tasks.
- Quickly prioritizes tasks.
- Can validate tasks by sampling opinions of leaders and soldiers performing tasks.
- Sampling characteristics:
  - Ease of administration.
  - Flexible in terms of complexity desired.
  - Permits cross-section of sources.
  - Small sample size.
  - Quick turnaround.
  - Simple analysis of data.
  - Simple unambiguous questions.
  - Permits rank ordering by category.
- Has three questions about each task to be answered by task experts:
  - What is the task's difficulty in terms of learning and performance?
  - What is the importance of the task to the unit's mission or job?
  - How frequently is the task performed?

Training Options   d. The training options considered by the modified DIF model used in this appendix are as follows:

High Priority	This task is a high-priority task for training. The unit, leader, or soldier must be trained so as to instantly react and perform automatically. This may require use of the over-training technique.
Medium Priority	This task is a medium-priority task for training. The unit, leader, or soldier must be able to demonstrate proficiency in performing the task at the speed required on the job.
Low Priority	This task is a low-priority task for training. The unit, leader, or soldier must be able to demonstrate proficiency in performing the task at the speed required on the job; however, this task probably does not require formal or sustainment training.

Interpretation   e. The DIF model is one tool that can be used to help prioritize tasks for training; however, the rating levels, rating priorities, and training options resulting from use of the model do not have absolute validity; they are only general guides. The user of the model should still consider other factors described in paragraph 3-14 before selecting tasks for lane training.

Procedure   f. Exercise planners use the modified DIF model to select tasks for training. Procedure:

Step	Action
1	Use the indicators in the following table to determine the difficulty in learning or performing the task in terms of the following difficulty levels: High = Very difficult. Medium = Moderately difficult. Low = Not difficult. ***Note:*** Select the next lower difficulty level if a good job aid is available and can be used. **If this indicator applies:** / **Then this difficulty level applies:** • Task requires outside assistance or expertise. — High • Task has unique activities. — High • Task requires considerable concentrated effort. — High • Task requires considerable decisionmaking. — High • Task has a lot of concurrent activities. — High • Ability to perform task gets better with practice, but task does not get easier. — High • Task requires constant practice or performance to maintain proficiency. — High • Task requires some practice to maintain proficiency. — Medium • Task gets easier with practice. — Medium • Task requires some concentrated effort. — Medium • Task requires some decisionmaking. — Medium • Other than above; e.g., easy to perform, little concentrated effort or decisionmaking required. — Low
2	Use the indicators in the following table to determine the importance of the task in terms of the following importance levels: High = Very important. Low = Less important. **If this indicator applies:** / **Then this importance level applies:** • Cost of task performance failure is high (e.g., money, manpower, equipment, time). — High • Task failure may cause failure to accomplish unit mission. — High • Task failure may hinder mission accomplishment of other units. — High • Task failure may hinder the unit's mission or function accomplishment. — High • Poor performance will cause damage and losses. — High • Other than above; e.g., no real harm done, missions not affected, unit functions still performed. — Low

(Continued on next page)

115

Procedure f. *(Continued)*

Step	Action
3	Use the indicators in the following table to determine the frequency of the task in terms of the following frequency levels during normal operations not specifically designed for training: High　　=　Very frequent. Medium　=　Moderately frequent. Low　　=　Not frequent or infrequent.

If this indicator applies:	Then this frequency level applies:
• Performed at least once every 2 weeks.	High
• Performed at least once every 8 weeks.	Medium
• Performed less frequently than once every 8 weeks.	Low

Step	Action
4	Select a training option using the following decision table:

If the task difficulty is ...	And the task importance is ...	And the task frequency is ...	Then the training priority is ...
High	High	High	Medium
		Medium	High
		Low	High
	Low	High	Medium
		Medium	Medium
		Low	Low
Medium	High	High	Medium
		Medium	High
		Low	High
	Low	High	Low
		Medium	Low
		Low	Medium
Low	High	High	Low
		Medium	Low
		Low	Medium
	Low	High	Low
		Medium	Low
		Low	Low